

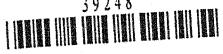
EVALUATION OF TRAINING UNDER ICDS

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17/7/95
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CHAPTER I



Introduction

The present report presents the findings of a study undertaken to evaluate the training programmes under the Integrated Child Development Scheme (ICDS) in Uttar Pradesh. The objectives of the study were:

- (a) to review the planning and management of the existing training system in relation to state-specific needs and with special reference to financial and human resource management, and review and monitoring mechanism.
- (b) to review the content of the training programmes in terms of their relevance and utility for the job requirement of various categories of programme personnel.
- (c) to examine the methodology of training being followed with particular reference to formal lectures, group discussion, practical exercises, theory and practice in realising the objectives of the training programme.

(d) To assess the responsiveness of training programme requirements and the needs of the field staff and to study the impact of training in terms of the utility and contribution of the training to their functioning and performance and their understanding and appreciation of (i) the programme and (ii) their role in the programme; their ability to apply knowledge gained to practical problems.

(e) to assess the capacity and capability of trainers and training institutions both quantitative and qualitative terms with special reference to: (i) qualifications and capability of the trainers (ii) training materials, aids and methods - theoretical Vs practical (iii) systems for assessing training needs (iv) systems for linking training with job and programme requirements and field situations (v) staff development and updating knowledge and skills of trainers and responding to new needs and demands and (vi) physical infrastructure.

(f) to review the existing situation with regard to documentation and sharing of experiences among training institutions.

(g) to suggest measures for altering/improving training methodologies, techniques and syllabus in order to make it more relevant to the mob requirement of various categories of personnel.

Sample and Methodology

In Uttar Pradesh training to Anganwadi Workers (AWW) under the scheme is being provided by training centres run by two voluntary agencies viz., the U.P. Council of Child Welfare (UPCCW) and the Bharat Scouts and Guides (BSG). Together these two agencies are running 35 training centres - 17 centres in 12 Districts by UPCCW and 18 centres in 14 districts by BSG. A complete list of the centres being run by these two agencies is given in the Appendix.

Out of the 35 centres run by the two agencies we selected 11 for detailed study. The sample of centres was drawn in such a way as to give representation to the centres run by both the agencies as well as to different regions of the state viz., Eastern, Central, Western and Hill. As neither of the agencies had any centre in Bundelkhand, this region could not be represented in our sample. The Hill region too had only centres run by the Bharat Scouts and Guids. Hence we selected two for study. The details of the centres selected and the agencies running them are given below.

Geogra- phical Regions of U.P.	Agencies and Districts		No. of train- ing centre in the sample
	Anganwadi centres run by U.P. Council For Child Development	Anganwadi Centres run by U.P. Bharat Scouts and Guides	
Central Region	1. Lucknow (one centre) 2. Unnao (one centre)	1. Lucknow (one centre)	3
Eastern Region	1. Allahabad (two centres)	1. Allahabad (one centre)	3
Western Region	1. Agra (one centre)	1. Mathura (one centre) 2. Saharan Pur (one centre)	3
Hill Region	Nil	1. Almora (one centre) 2. Dehradun (one centre)	2

During the course of the study both secondary and primary information was collected. The secondary information mainly covered the financial aspects of the selected training centres and information related to kinds of training programmes and the number of trainees who have been imparted training for the last 5 years. Detailed discussions were held with all the trainers in the eleven selected Anganwadi training centres and relevant information relating to buildings, accommodation, hostel facilities, sanitation, training programmes and courses, teaching aids, teaching methods and the general environment was collected.

During the course of our visits to the selected Anganwadi Training Centres, we found that the training courses were in progress in all the centres. The trainees were also interviewed and relevant data were collected through questionnaires. From each selected centre, five trainees were selected randomly and in this way 55 trainees were interviewed from all the selected Anganwadi Training Centres in the state. The basic information collected from the trainees included their educational levels, family background, job experience, nature and responsibility of job, training course and its contents, ability to understand, perception and attitude towards training courses and other matters related to training and its management.

Training : Planning and Management

Before proceeding further it may be relevant to briefly talk about the training system being followed at present and the problem encountered especially at the level of the training centres. The training plan for each centre is prepared at the beginning of each year by the central office of the agency concerned in consultation with the ICDS Directorate. The training schedule is then communicated to the CDPOs at the district level on the one hand and the AWW training centres on the other. It is the responsibility of

the CDPO to assign the requisite number of AWW workers for training from his project area.

The list of AWW workers assigned for training is communicated to the training centres. The system requires coordination between CDPOs and AWW training centres to ensure that the requisite number of trainees (about 50) are assigned for each programme. As trainees may be drawn from more than one project, liaison has to be maintained with more than one CDPO. The project officers, in turn, have to ensure that the training schedule does not disrupt the working of the Anganwadis so that whenever a worker is sent for training, others are available in the centre to look after the normal work. The system therefore calls for close liaison between the training centre supervisor and the CDPO on the one hand and the central offices of the agencies handling training and the ICDS Directorate on the other. At the same time the central offices too have to maintain effective contact and supervision over the AWW training centres in the field. In practice there appear to be weaknesses in the link between training centre supervisors and CDPOs leading to complaints of not enough trainees being assigned/ turning up for the training programmes, or turning up in proper time.

It is felt that the problem can be smoothed out by regular interaction between training centre supervisors and CDPOS and if possible finalisation of the list of trainees sufficiently in advance so that enough time is available to ensure their participation in the programme.

CHAPTER II

PHYSICAL AND INFRASTRUCTURAL PROFILE OF THE ANGANWADI TRAINING CENTRES

Buildings

All the selected Anganwadi Training Centres and their hostels are housed in rented accommodation and the amount of rent varies from Rs.1200 to Rs.2000 per month including electricity charges. Differentials were noticed in the amount of house rent paid between the Anganwadi training centres run by the Bharat Scouts and Guides and centres run by U.P. Council for Child Welfare. The amount of rent was Rs.1800 to Rs.2000 for training centres under U.P. Council for Child Welfare, while this figure was Rs.1200 to Rs.1600 per month in the case of Bharat Scouts and Guides. All Anganwadi Training Centres are located either in urban or semi-urban areas. The training centres and the hostels in all the places are in the same premises. Majority of the training centres are working in separate and independent premises, but in two or three cases the buildings are shared with either schools or the commercial establishments, which noticed disturbances in the proper functioning of training

courses as well as in the security of the trainees. Overall, the working environment in training centres was found to be peaceful.

The area in all the centres for the purposes of office, classes and hostel is sufficient. The class rooms were found to be large enough to accommodate more than 50 trainees per room. The space in the hostel was also found to be sufficient for boarding and lodging with essential amenities. However, in some training centres in our sample like Dehradun and Allahabad run by U.P. Bharat Scouts and Guides, the hostel accommodation suffers from short comings like poor sanitation and insufficient light in the rooms. The doors were not bolted and window panes were missing. In these two centres the trainees were forced to sleep on the floor as the cots were broken. The problem of broken cots was by and large found in all the centres.

We found that generally, there were three permanent trainers (including a supervisor) in all the training centres. In some an additional part-time trainer was also working. In the Anganwadi Training Centres in Dehradun and Saharanpur, however, the number of permanent instructors were found to be two and one respectively. The trainers as well as the trainees in these centres reported that proper

training is not being imparted to the trainees because all the topics prescribed could not be covered due to shortage of trainers. The other staff in the anganwadi training centres include an Accountant-cum-clerk, peon, watch man and Ayah. Overall, about 6 to 7 persons are permanently engaged in an anganwadi training centre. The training courses make use of Guest speakers for some specialised topics. Guest speakers, include people like the B.D.O., A.D.O., C.D.P.O., C.M.O., Child Specialist, Bank Manager, etc. By and large about 5 to 7 per cent of the training programme in the training centres is conducted by the Guest speakers. The Guest speakers are paid an honorarium of Rs.50 per lecture. In the anganwadi training centres located at a distance from major urban centres Guest speakers are not easily available mainly due to problems of access and the resultant inconvenience. On the other hand, the personal efforts of the supervisor is also one of the factors responsible for motivating the Guest Speakers.

Our general observation is that the teaching staff in all the Anganwadi Training Centres visited by us were well qualified and experienced. The educational qualification of the instructors varied from trained graduate to Ph.D. Most of the staff members in the training centres were found to be working in these centres for more than eight years, while

some had been serving them since the inception of the ICDS Centres (1982). According to the information gathered from the teachers, the trainers also go for training programmes, refresher courses and workshops from time to time. They get training to update their knowledge in different organisations and institutions, like NIPCCD (Lucknow, Delhi), Literacy House (Lucknow), Artificial Limb Centre (Lucknow), and ICCW (New Delhi).

Discussions with the teaching staff in the selected anganwadi training centres, showed that the instructors in all the training centres have proper knowledge of the subjects they teach. In almost all the cases the teaching style of the trainers was also found impressive and efficient. The concept of timing and punctuality is very important in the training centres because the schedule is very tight and the subject matter scheduled for a particular day cannot be carried over to the next day. We found the supervisor and trainers in the training centres punctual about the functioning of the centre in general and training courses in particular. We did find differences in the remuneration of the teaching staff working in the Training Centres run by the two agencies. The salaries were found to be lower in training centres run by the Bharat Scouts and Guides as compared to those run by the U.P. Council for Child Welfare.

The syllabus in all the¹ training centres whether run by U.P. Council for Child Welfare or the U.P. Bharat Scouts and Guides is the same as it is formulated by the NIPCCD. The main topics covered in the training courses for the Anganwadi personnel are:

1. *Introduction to Integrated Child Development Scheme, its objectives and aims;*
2. *Pre-school education;*
3. *Physical and mental development of children below 6 years;*
4. *Child health and nutrition;*
5. *Care of pregnant and lactating mothers;*
6. *Development of women and their status. Organising Mahila Mandals;*
7. *Community participation;*
8. *Family Welfare and Population Control;*
9. *Preparation of nutritional food and balanced diet for children;*
10. *Toy making;*
11. *General topics related to sanitation, environment, health, community development etc;*
12. *Basic functions and responsibility of Anganwadi Centres.*

The training centres conduct three types of training courses, i.e., job course, refresher course and helpers course. During the job course of three months, the trainees are required to undergo an intensive field work of 14 days to acquire practical knowledge about the actual functioning and activities of Anganwadi Centres.

To facilitate the training process, teaching aids have been provided to all training centres with UNICEF assistance. The teaching aids provided include the following:

1. Black board
2. Books
3. Charts
4. Projector
5. Tape-recorder
6. V.C.R.
7. T.V.
8. Slides
9. Audio & Video Cassettes
10. Sewing machine

During our visits we found that all (except one) training centre had in their possession most of the teaching aids listed above and they were being used for training. In one the T.V. and V.C.R. had been taken home by the centre supervisor, ostensibly for safety reasons.

Each of the training centres is managed by an Advisory Committee which controls the functioning of the training centre. The committee also monitors the financial and other matters related to the training centres. It consists of the President, Secretary, Advisor, Treasurer and other members.

Pattern of Expenditure in Anganwadi Centres:

We also collected information regarding the finances of the selected anganwadi training centres. When data pertaining to the expenditure pattern of training centres for the last 5 years (1986-87 to 1991-92) are analysed, it is found that the yearly expenditure on an anganwadi training centre works out to Rs.1.74 lakh against the total amount received as grant-in-aid of Rs.1.83 lakhs (Table-1). Data regarding the pattern of expenditure on different heads revealed that the share of expenditure on stipend and D.A. paid to the trainees comes to about 43.87 per cent of the total yearly expenditure of the training centres. Salary of the staff (including the honorarium paid to Guest speakers) is the second major item of expenditure which constitutes about 32.34 per cent of the total expenditure. As has been already mentioned all the training centres are functioning in rented buildings. As a result the share of expenditure on rent came to 11.12 per cent (i.e., Rs.19403 per centre per

year on an average) other items of expenditure were: conveyance and field visits (about 4.77 per cent) and material for kits (4.22 per cent). The expenditure pattern in the anganwadi training centres run by UPCCW and BSG was found to be by and large similar.

Table 1

Expenditure Pattern of Selected Anganwadi Training Centres

(Amount in Lakh Rs)

Main Heads of Expenditure

Anganwadi Training Centres Run By	Total Fund as grant-in-aid	Salary inclu- ding honor- arium to Guest	Expen- diture on st- ipend and D.A.	Rent paid to trainees	T.A. paid to veyan- ce and field visit and others	Non- recurring ex- penditure and	Total
U.P. Council For Child Welfare	9.98	3.42	4.06	0.42	1.18	0.23	0.66
Both	20.12	6.21	8.42	0.81	2.13	0.49	0.91
Per Training Centre Yearly Average	1.83	0.56	0.76	0.07	0.19	0.04	0.08
Average of both the agencies	1.83	0.56	0.76	0.07	0.19	0.04	0.08
Contd.....							1.74

Table 1 contd...

Main Heads of Expenditure

Total Fund as grant-in-aid	Salary including honorarium to Guest speakers for training	Expenditure on stationery and D.A.	Rent paid to trainees	T.A.		Non-recurring expenditure	Total yearly expenditure
				on staff	on field visits and material		
U.P. Council For Child Welfare	34.12	40.52	4.22	11.81	2.27	6.64	100.00
Bharat Scouts and Guides	30.39	47.54	4.22	10.36	2.85	2.73	1.91
Average of both the Agencies	32.34	43.87	4.22	11.12	2.55	4.77	1.13

Note: The amount of Fund Received and Expenditure is an average of last 5 Years (1986-87 to 1991-92) in the selected Aganwadi Training Centres.

Table 2

Caste-wise distribution of trainees who have been imparted training by selected Anganwadi Training Centres during 1986-87 to 1991-92

Job Course	Name of the Agency which runs the Anganwadi Training Centres	Caste				Total
		General	S.C.	S.T.	Backward	
U.P. Council For Child Welfare	1213 (50.00)	488 (20.12)	19 (0.78)	706 (29.10)	2426 (100.00)	
	Bharat Scouts and Guide	2173 (71.57)	414 (13.64)	74 (2.44)	375 (12.35)	3036 (100.00)
U.P. Council For Child Welfare	355 (54.36)	199 (18.22)	-	179 (27.49)	653* (100.00)	
	Bharat Scouts and Guide	803 (69.89)	204 (17.75)	24 (2.09)	118 (10.27)	1149 (100.00)
U.P. Council For Child Welfare	20 (16.26)	62 (50.41)	-	41 (33.33)	123* (100.00)	
	Bharat Scouts and Guide	188 (41.59)	144 (31.86)	2 (0.44)	118 (26.11)	452 (100.00)

* Figures of 266 Refresher Trainees and 182 helpers of Unnao Training Centre are not incorporated in the total because the caste-wise break-up was not available.

Note: The number of total trainees who have been imparted different training courses in the selected training centres is 8287 (3650 in Training Centres run by U.P. Council for Child Welfare and 4637 in centres run by Bharat Scouts and Guides during the period of 5 years (1986-87 to 1991-92).

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Information regarding the number of trainees who have been given training in different courses for the last 5 years (1986-87 to 1991-92) were also collected from the selected anganwadi training centres. Overall about 8287 trainees have been given training for different courses during the last 5 years in the selected eleven anganwadi training centres (Table-2) giving an average of 753 trainees per centre. Data on number of trainees given training in different courses reveal that 5462 anganwadi workers have been given training for job course, 2068 for refresher course and 1757 for helper course during the last 5 years in the selected training centres. On an average about 150 anganwadi personnel have been trained by each anganwadi training centre in a year. The average expenditure per training centre, as we have seen comes to about Rs.1.74 lakh, so that the expenditure per trainee comes to Rs.1158. Data on the pattern of expenditure in the training centres run by different agencies show that the per trainee expenditure works out to Rs.1373 in the centres run by U.P. Council for Child Welfare and Rs.990 in those run by Bharat Scouts and Guides.

The caste-wise break-up of the trainees who have received training during the last five years shows that scheduled caste and scheduled tribe trainees constituted

about 17.27 per cent and 1.44 per cent respectively of the total number of trainees (Table-2). Backward caste trainees were 18.55 per cent of total while the proportion of trainees from forward castes was 62.74 per cent.

As regards the educational level of the trainees in the selected training centres, it was found that during the last five years, more than half the trainees in the job course had been educated upto 9th class or above and the rest were educated upto 8th class. When we look at the year wise data of the educational level of the trainees, we find that the educational levels are in general higher in the recent years as the proportion of trainees who are graduates or above is comparatively larger. Similarly when we analyse the educational level among the helpers during the last five years we find that about half were illiterate and rest were whether just illiterate or had been educated upto 8th class. In recent years the level of education of the helpers was also found to be higher.

CHAPTER III

PROFILE AND BACKGROUND OF TRAINEES

Before taking up an analysis of the training programme in terms of its quality and utility for job requirements of the Anganwadi workers, it would be worthwhile to devote some attention to the profile and background of the trainees in our sample. Out of the 55 under-training Anganwadi workers whom we interviewed for detailed study we found that 33 or 60 per cent belonged to the rural areas and 22 or 40 per cent to the urban areas. The clear edge which the rural areas have in terms of representation is a welcome sign as a rural origin and background would undoubtedly prove to be an advantage in running the Anganwadi Centres. Another welcome feature is the level of education among the trainees in our sample. While all were literate and educated, as many as 21 (over 38 per cent of the total) were graduates with 3 possessing post-graduate degrees. Those educated upto class 12 were about 22 per cent of the total (12 in all) while another 25 per cent (14 in number) were educated upto class 10. Only 8 persons (12.5 per cent) were found to be educated upto class 8. It could fairly be claimed that given the

nature of the work and the returns in terms of payment, the trainees were by and large well educated, and hence in a good position to grasp and understand what was taught to them in the training course. This fact also comes out in our assessment of the training situation.

Another interesting sociological feature which we find was that a clear majority of the trainees received their initial education (upto class 10) in the rural areas, whereas for education beyond class 10, they tended to go to the urban areas. Thus we found that 71 per cent of the trainees studied in rural areas upto class 5. At the level of class 8 this proportion came down to 62 per cent and was further reduced to 55 per cent at the level of class 10. On the other hand 55 per cent passed class 12 from urban areas, and this percentage went up to 95 for graduate level education and 100 per cent for the post-graduate level.

It is interesting to note that though a majority of the trainees in our sample belonged to rural areas, and were educated in rural schools (at least in the initial years), yet only 13 (23.6 per cent of the total) came from agricultural backgrounds. On the other hand two-thirds of the sample reported either Service (49%) or Trade and Business (18%) as the main occupation of the family. Thus it

is clear that though the trainees belong to the rural areas they do not necessarily come from agricultural backgrounds. This may explain the relatively high level of education among them. This fact is also reflected in the educational levels of the heads of their households : 40 per cent are graduates and above, 43 per cent have received between 9 to 12 years of education, and only about 5 per cent (3 out of 55) are illiterate.

For the vast majority of the trainees (44 out of 55 or 80 per cent) the work of Anganwadi Worker was the first job they held. Eleven (20 per cent) had held other jobs before joining as Anganwadi Workers. These jobs were mostly as teachers in adult education centres, or private schools or as Home Guards. The most frequently cited reasons for changing jobs were low salary (3 cases), temporary job or closure of scheme (5 cases) and marriage and family pressures (3 cases).

An interesting phenomenon which we noticed was that about half the trainees (27 out of 55) had joined service five or more years after leaving school/ college with two joining after a gap of 20 years. On the other hand in 19 cases (35 per cent) the gap between school leaving and employment was between 1 and 5 years, while only 9 (16 per cent) joined service within one year of leaving school.
(Details in Appendix Tables A-1 to A-8).

The time-gap between appointment as Anganwadi Workers and training also showed a wide range as may be seen in the table below:

Table 2
Time-gap Between Appointment and Training
(in months)

	Number	Per cent
Less than 6 months	16	29.09
6 - 12 months	9	16.36
12 - 24 months	15	27.27
24 - 36 months	9	16.36
Over 36 months	6*	10.92
Total	55	100.00

* In 4 cases the time-gap was over 6 years (72 months).

Thus it will be seen that in more than half the cases (about 55 per cent) the time-gap between appointment and training was over one year and in 27 per cent of the cases it was over two years (With 4 cases being trained after 6 years of appointment). The proportion of trainees receiving job-training within a year of their appointment was 45 per cent. This is not a very satisfactory state of affair as too long a

gap between appointment and training (especially job training) is not very desirable. The gap should not exceed two years (one year would be more desirable) because after that period there is a tendency on the part of the workers to assume they know everything and are therefore less willing to learn. They also get socialised into certain ways of doing things and it is difficult to dislodge some of these practices and attitudes once they take root. Efforts therefore should be made to draw up the training roster in such a way that all the workers are sent for training within two years at the most of their appointment.

CHAPTER IV

TRAINING METHODOLOGY AND RESPONSIVENESS

We have tried to evaluate the training programmes provided at the different centres in terms of the methodology followed, level of comprehension by the trainees, reasons for lack of comprehension by the trainees, reasons for lack of comprehension, if any, and trainees perceptions and ratings of the trainers and the programme.

As regards methodology, we tried to assess the relative importance attached to various methods viz., formal lectures, use of charts and diagrams, demonstrations, group discussion, question and answer and video tapes and role playing in the training programmes. The data for all the centres are presented in Table-3.

It will be seen that overall the most common method of training appear to be the use of charts and diagrams and formal lectures, according to the trainees as in their view these two constitute 65 per cent of the training situation. The other methods which have some importance in the trainees perception are demonstration and group discussion, accounting

Table 3

Trainees Perception of the Weightage given to Methods in Training

(Percentages)

Centre	Methods adopted in the Training					
	Lecture	Charts	Demon- stra- tion	Discus- sion	Quest- ion and answer	Video and Play
U.P.C.C.W Centres						
1. Lucknow	14	44	16	14	8	4
2. Unnao	12	24	28	26	10	-
3. Allahabad	32	45	10	12	1	-
4. Allahabad	51	18	8	9	12	2
5. Agra	10	60	9	8	9	4
Total	23	38	15	14	8	2
B.S.G. Centres						
1. Mathura	14	44	20	10	4	8
2. Allahabad	22	50	12	11	3	2
3. Almora	38	32	12	11	7	-
4. Saharanpur	46	30	3	10	11	-
5. Dehradun	29	27	18	13	11	2
6. Lucknow	47	24	8	12	7	2
Total	33	34	12	11	7	3
All Centres	29	36	13	12	8	2

UPCCW stands for U.P. Council for Child Welfare and BSG for Bharat Scouts and Guides.

for 13 and 12 per cent respectively for the training programme. Use of video tapes and role play and Question and Answer Sessions appear to be the least frequently used methods. In fact video tapes and role play have only 2 per cent weightage among all methods in the opinion of the trainees.

The weightage given to different methods appears to be similar in the Centres run by the two agencies. There is only a marginal difference in most of the methods except for the fact that formal lectures have a distinctly greater weightage in the case of the Centres run by Bharat Scout and Guides as compared to those run by the U.P. Council for Child Welfare - 33 per cent in the former as compared to 23 per cent in the latter.

The variations, however are much greater when we look at the responses in the individual centers. This is especially so with regard to the use of Lectures, Charts and Diagrams and Demonstration. The variations are not as large in the case of the other two methods. In fact the rating of video and role-playing remains uniformly low across all centres. In fact, in four centres the trainees report that it is not used at all, while the highest weightage claimed for it is 8 per cent, which can, by no means, be considered even a

moderately high figure. In all other Centres the trainees claim a weightage of 2 to 4 per cent for this method.

The trainers and training Centre staff also admitted that video cassettes were not used very frequently for training purposes. The reason generally given was frequent power cuts and breakdowns in electric supply rendering audio-video equipment inoperative. Hence the fall-back upon methods like charts, demonstrations etc. over which the trainers had greater control and which were not subject to extraneous disruptions.

The trainees did not seem to have any serious problems in following the content of the training programme. As Table 4 shows about half the trainees reported following 75-100 per cent of what was being taught to them. Another 44 per cent reported a comprehension level of 50-75 per cent, while only 7 per cent reported a comprehension level of between 25-50 per cent. There was no trainee reporting a comprehension of less than 25 per cent. Thus 93 per cent of the trainees reported that they followed more than half of what was taught to them. Though there are some differences in the results from the two sets of centres - with a higher percentage of trainees in the Bharat Scouts and Guides Centres reporting comprehension of a higher percentage of the course as compared to trainees in the centres run by U.P. Council for

Child Welfare - yet differences are not too large. The absence of any serious problems in following the training course may be attributed to the relatively high levels of education among the trainees as we pointed out earlier. At the same time the level of motivation among the trainees also appeared to be quite high. This also helped many of them overcome the likely constraint which many may have felt due to the long gap between leaving schools and taking up a job which we noticed in the case of many trainees.

Table 4
Comprehension of Training Course

Agency	Less than 25%	25-50%	50-75%	75-100%	Total
U.P. Council of Child Welfare	-	3 (12.00)	7 (28.00)	15 (60.00)	25 (100.0)
Bharat Scouts and Guides	-	1 (3.33)	17 (56.64)	12 (40.00)	30 (100.0)
Total	-	4 (7.27)	24 (43.64)	27 (49.09)	55 (100.0)

Figures in brackets represent percentages

Table 5

Reasons for Inability to follow the Training Course

Agency	Reasons for inability to follow				Total
	No attempt to explain	Difficult language	Unfamiliar subject matter	Teaching method not proper	
U.P. Council for Child Welfare	8 (32.00)	5 (20.00)	7 (28.00)	5 (20.00)	25 (100.0)
Bharat Scouts and Guides	9 (30.00)	5 (16.66)	9 (30.00)	7 (23.34)	30
Total	17 (30.91)	10 (18.18)	16 (29.09)	12 (21.82)	55 (100.0)

Figures in brackets represent percentages

As to reasons given for non-comprehension or inability to follow the training course, we find that the respondents have given almost equal importance to all four of the reasons given to them for making a choice. The difference in the aggregate between the least favoured and most favoured reason is only about 13 percentage points. It is interesting to

note that of the four reasons given two put the blame on the instructor (viz., makes no attempt to explain and uses difficult language) one on method of training employed (which may be interpreted as absolving the instructor somewhat from any direct responsibility for low comprehension) and one on the trainee herself (the subject matter was unfamiliar which points to the lack of preparation of the trainee in terms of education and/or awareness). The fact that in the trainees' perception all four have almost similar importance in explaining the inability to follow parts of the training programme points to the absence of any systematic bias in the response - they are as willing to place the blame on themselves as on the trainers or on the training methods.

Our investigations as well as the response of the trainees showed that the bulk of the training is being conducted by the regular instructors recruited for the work by the concerned agencies. Though guest speakers are invited on a fairly regular basis by all training centres, they handle only a very small part of the total curriculum. According to the trainees own perception, over 90 per cent of the programme is handled by the regular instructors, and only

Table 6
Trainees of Regular Instructors and Guest Speakers

Agency	Rating	Know- ledge of subject and progra- mme	Style of teach- ing	Use of Reli- able teach- ing aids	Rele- vance to work	Commit- ment to train- ing
U.P. Council for Child Welfare	Regular Instructors	Very Poor	-	-	-	-
		Poor	-	-	-	-
		Average	1	-	-	3
		Good	3	4	6	3
		Very good	21	21	19	19
		Total	25	25	25	25
Guest Speakers		Very Poor	-	-	-	-
		Poor	1	1	3	2
		Average	2	5	6	6
		Good	11	9	9	10
		Very good	6	5	2	2
		Not taught	5	5	5	5
		Total	25	25	25	25
Bharat Scouts and Guides	Regular Instructors	Very poor	-	-	-	-
		Poor	-	-	-	-
		Average	-	2	8	3
		Good	7	8	3	5
		Very good	23	20	17	17
		Total	30	30	30	30

Contd...

Table 6 contd..

Agency	Rating	Know- ledge of teach- ing subject and progra- mme	Style of teach- ing	Use of Rele- vance teach- ing aids	Rele- vance to work	Commit- ment to trai- ning
Guest	Very poor	-	-	1	-	-
Speakers	Poor	2	1	4	3	2
	Average	2	4	8	2	4
	Good	10	10	3	6	11
	Very good	6	5	4	9	3
	Not taught	10	10	10	10	10
	Total	30	30	30	30	30

by the regular instructors, and only about 5-10 per cent at the most by guest speakers. Thus it would be reasonable to claim that the guest speakers, who are usually officials from departments like health, education etc., are called for their specialised knowledge and are being used to supplement, rather than supplant or substitute, the regular curriculum and teaching.

The trainees also tended to rate the regular instructors higher than guest speakers in terms of knowledge, aptitude and communication skills. We asked the trainees to rate their regular instructors and the guest speakers on a five point

scale (very poor, poor, average, good and very good) in regard to five attributes viz., knowledge of subject matter and programme, style of teaching, use of teaching aids, relevance of the subject matter taught to the trainees work situation and commitment to training. The results are presented in Table 6.

The table shows a few things very clearly:

(a) In general the regular instructors are rated much higher than the guest speakers on all the attributes by trainees in both the agencies. More trainees rate their regular instructors as very good and good than average, poor or very poor on all the attributes. In fact no trainee in the case of UPCCW Centres has ranked regular instructors as poor or very poor. The use of average rating is also not very frequent. In the case of the BSG Centres, very poor rating has not been used and poor has been used by only 2 trainees in regard to one attribute only while the average rating has been used with greater frequency in regarding to regular instructors. The guest speakers, on the other hand, have invited very poor, poor and average rating more frequently than the regular instructors in the case of both the agencies. However we must also bear in mind that it would not be correct to claim that the trainees

are not satisfied with the guest speakers. In fact, even in their case the frequency of very good and good ratings is much higher than the frequency of very poor, poor or average ratings on all the attributes. However, it is also noticeable that more trainees rate them as good than very good. The attribute on which the guest speakers seem to score particularly low is, not surprisingly, the use of teaching aids.

- (b) There appears to be a relatively higher level of satisfaction with the regular instructors in the U.P.C.C.W Centres as compared to the B.S.G. Centres on the part of the trainees. This, as we have remarked above, can be seen in the higher frequency of very good and good rating, sparing use of average rating and absence of the lower two categories in the case of UPCCW Centres as compared to the BSG Centres. However, it needs to be underlined that in the case of both the agencies more trainees rate their regular instructors as very good than as good.
- (c) In the case of BSG there is clearly one attribute (use of teaching aids) where the regular instructors do not seem to fare very well. As many as eight trainees have rated them as average while two have also used the poor

rating. On the other hand fewer trainers (only 3) have rated their instructors as good on this attribute as compared to the other attributes.

When we juxtapose this last point with the perceptions of trainees with regard to the weightage given to different teaching methods (Table 3), it appears quite distinctly that, especially in the Centres run by BSG, there is a problem in the use of certain kinds of training aids especially video cassettes and the like. Therefore this lacuna needs to be rectified urgently. We particularly underline this fact as in our view, proper use of video cassettes and film projectors can play a very important role in the training process as being an audio-visual medium it is an extremely effective and powerful one. Hence the trainers themselves need to be first oriented towards its creative use through special training programmes and then encouraged to use them more frequently in the training programmes conducted by them.

CHAPTER V

CONCLUSION AND RECOMMENDATIONS

Our study has found that in general a fairly good network of 35 Anganwadi worker training institutions has been built in the state by the U.P. Council of Child Welfare and the Bharat Scouts and Guides. Between them they have been handling the work of training the Anganwadi workers and over the years have been able to train a large number of such workers. As there is still considerable backlog to be cleared and there will always be new inductees, the work of job training will continue to be an important activity for quite some time to come. Hence this activity needs to be strengthened in various ways, some of which we have outlined below.

As far as physical facilities are concerned the Centres appear to be adequately equipped in terms of buildings with space for office, classrooms and hostel etc. The condition and maintenance of these buildings, though may not be the best. The Centres do not have much choice in this regard as they are all functioning from rented premises. In a few

cases, however, the location itself is not proper as the premises are shared with school and commercial establishments leading to a great deal of noise and disturbance. In such cases it would be worthwhile to seek alternative accommodation.

The availability of furniture and fixtures with the training centres is also adequate. However there appears to be a problem in their maintenance. In many cases we found furniture, especially hostel/furniture, broken down and in urgent need of repair forcing the trainees to sleep on the floor. This needs to be attended to.

As regards planning and management of the training programme at the level of the Centre, certain problems of coordination with the CDPOS who are responsible for assigning trainees to the Centres for training did come to light. It appears that efforts have to be made by both the Centre supervisors and the CDPOS to ensure that the training schedule is adhered to and the requisite number of trainees are available for each training programme. The link between the training Centres and their Central offices also needs to be strengthened in order to ensure prompt attention to small problems. The training Centres in particular need to be in close touch with the CDPOS which would help in smoothening

the training schedule in a spirit of mutuality and the tendency noticeable on the part of some Centre supervisors to view the CDPos with some suspicion would also end.

We found the Centre staff (the trainers) well qualified, possessing requisite knowledge and skills, and experienced to handle the work of training. All the Centres also had all items of training materials and aids generally provided to the Centres. Yet we found that apart from charts and diagrams very few of these aids were actually used much by the Centres. In particular audio-visual aids like projectors, audio and video cassettes were used only sparingly. We feel that the use of such equipment in the training system should increase and for this purpose the staff should be motivated and trained. Also the stock of video cassettes and films should be augmented at the training Centre. The training staff should be trained in the creative and innovative use of such equipment. While we did find considerable use of participatory training techniques like role playing and play-acting, we feel these need to be given even greater importance.

At present there is a provision of 14 days of field work during the training, when the trainees are asked to perform various tasks in an Aanganwadi. This we feel is an extremely important part of the training as it provides a first-hand

exposure to the actual work situation. Even though most of the trainees are not fresh recruits and have been working for various periods of time, even in their case practical training is extremely important as it affords the instructors an opportunity to observe them in the actual work situation. Unfortunately we found a tendency not to attach the necessary importance to this part of the training. Various arguments - logistical difficulties such as transport and lodging problems for the trainees and staff, security etc. - were advanced by the training staff in justification of their demand that the period of practical training should be reduced. We strongly feel that the tendency noticeable to reduce the effective period of field training to about ten days should be stopped and full importance assigned to practical training in the field. It would help if some members of the ICDS supervisory staff could inspect the field work part of the training programme.

Another innovative experiment which may be tried could be for the training instructors to make occasional visits to the Anganwadi Training Centres in order to observe first hand the functioning of the workers trained by them and to obtain their feed back with regard to their work, problems and functioning. This may also go along way in giving a practical bias to the training programme as well as create a

rapport between the trainers and the workers which could be used to provide much needed feedback to the trainers. Such visits to the Centres could, in fact, be built into the training schedule of each training centre so that a certain minimum number of visits are made by each member of the training staff every year.

We feel that there is an urgent need to reduce the time-lag between entry into service and job training to one year and in case that is not possible then to a maximum of two years. We have found that in many cases the time-gap is 4 years and in a few cases as high as six years. Such a long time gap needs to be avoided. Hopefully once the backlog of training is not there, such a situation should not arise. Serious efforts, however, have to be made to reduce the time gap as far as possible.

We were somewhat dismayed to note that the training Centres work in isolation. They only maintained a link with their central offices and were not aware of the activities of other Centres in the state either run by their own organisation or by the other organisation. Indeed, the isolation was so great that even in those places where both the agencies were running their Centres, one centre did not have much information about the activities of the other.

Clearly therefore there is a need for some kind of networking arrangement and sharing of information and experience among the different Centres. To begin with a newsletter giving details of the activities of the Centres could be brought out by some agency and shared on a quarterly or monthly basis. This could then be built upon to establish further links.

In conclusion we would like to state that these suggestions have been given mainly with a view to strengthen the training programmes and Centres and not by way of criticism. As we have pointed out at the outset, by and large the training centres are doing a good job, but there is always scope for improvement.

A P P E N D I X

(A-1 to A-8)

Table A-1

Educational Level of the Trainees

Agency	Educational Level					Total
	9th	10th	12th	B.A.	M.A.	
U.P. Council	4 (16.00)	5 (20.00)	6 (24.00)	8 (32.00)	2 (8.00)	25 (100.0)
Bharat Scouts	4 (13.33)	9 (30.00)	6 (20.00)	10 (33.34)	1 (3.33)	30 (100.0)

Table A-2
Place of Birth of Trainees

Agency	Place of Birth		
	Rural	Urban	Total
U.P. Council	15 (60.00)	10 (40.00)	25 (100.00)
Bharat Scouts	18 (60.00)	12 (40.00)	30 (100.00)
Total	33 (60.00)	22 (40.00)	55 (100.00)

Table A-3

Location of Areas from Where the Trainees Passed
Their Education

Table A-4

Educational Level of the Trainees Head of the Households

Agency	Educational Level of the heads						Total
	Illite- rate	Upto V	VI-VIII	IX-XII	Graduate and Above		
U.P. Council of Child Welfare	2	2	2	7	12		25
Bharat Scouts and Guides	1	2	-	17	10		30
Total	3	4	2	24	22		55

Table A-5

Occupational Status of the Trainees Heads of the Households

Agency	Occupational Status of Heads					Total
	Agriculture	Service	Business and Trade	Others	Total	
U.P. Council of Child Welfare	5	10	5	5	25	
Bharat Scouts and Guides	8	17	5	-	30	
Total	13 (23.64)	27 (49.09)	10 (18.18)	5 (9.09)	55 (100.0)	

Table A-6

Past Work Experience of Trainees Before
Joining the Anganwadi Centres

Agency	Total No. Trainees of Trai- nees in the sample	having past experi- ence	Reasons for leaving the job				
			Low salary	Scheme closed	Tempo- rary	Marriage and com- pulsion from parents	
U.P. Council	25	6	1	2	2		1
Bharat Scouts and Guides	30	5	2	-	1	2	
Total	55	11	3	2	3	3	

Table A-7

Time gap between year of school leaving
and the appointment

Time gap (in years)	U.P. Council of Child Welfare	Bharat Scouts and Guides	Total
Below 1	5	4	9
1 - 3	2	9	11
3 - 5	5	3	8
5 - 10	7	8	15
10 - 20	5	5	10
Above 20	1	1	2

Table A-8

Time gap between the appoint and training
(in months)

Agency	Less than 6 months	6-12	12-24	24-36	Above 36 months	Total
U.P. Council	9	3	7	4	2	25
Bharat Scouts and Guides	7	6	8	5	4	30
Total	16 (29.09)	9 (16.36)	15 (27.27)	9 (16.36)	6 (10.92)	55 (100.0)

Note: There are 4 cases of trainees who were given training after six and half years of their appointment.